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ABSTRACT

Noting that quality children's literature is one of the most valuable resources teachers have at their disposal, this fastback presents a practical approach to values education incorporating literature that can be used in the absence of, or in addition to, a formal program. The fastback discusses the rationale for values education, the literature connection, literature-based instructional strategies, classroom applications, and partnerships with the community. A 70-item annotated bibliography (with educational level indicated) of contemporary realistic fiction, historical fiction, fantasy, biography, picture storybooks, poetry, and picture book series is attached. (RS)

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Using Children's Literature to Develop Core Values

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Using Children's Literature to Develop Core Values

by
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Introduction

Human behavior is guided by internalized values that are largely determined by each individual's life experiences. Factors that have the greatest impact on shaping character include family, friends, religion, schools, and the media. Unfortunately, the confused state of public values in our society provides no clear set of core values for today's children. Instead, children are bombarded with news reports of wrongdoing by individuals who should be their heroes and heroines. They are overwhelmed by images in motion pictures, television, and popular music that contradict traditional morality. And in many homes, good role models, which would counter these negative influences, are lacking.

Some child psychologists maintain that our basic personality is formed by age three to four. Through age 20, when values are locked in, socialization is based on experiences with family, peers, religion, school, sports figures, entertainers, etc. These experiences may be real or vicarious.

Christopher Jencks, in *Rethinking Social Policy* (1993), suggests that the mass media undermine the traditional roles of religious leaders, teachers, and parents. Values are transmitted through many human contacts; but the accentuation of violence, sex, and materialism in the media has skewed the more positive influences.

Although schools cannot compensate completely for the shortcomings of families or society, teachers have a responsibility to edu-

cate the whole child and to work toward developing good citizens. This is a responsibility that schools must share with parents.

A variety of resources exist for values education. Despite these resources, few school districts are involved in a systematic approach to developing students' values. The main reason is that disputes over "whose values" and "whose responsibility" often deter schools from teaching values.

These disputes will continue. In the meantime, teachers need a practical approach to values education, an approach that can be used in the absence of, or in addition to, a formal program. A literature-based approach can be implemented by individual classroom teachers or used in conjunction with more formal curricular initiatives.

One of the most valuable resources teachers have at their disposal is quality children's literature. By using carefully selected books and providing a safe environment for related value discussions, teachers can provide opportunities for students to develop a set of core values. These values help children learn how to make decisions about their behavior.

Rationale for Values Education

Webster's *New World Dictionary* defines values as "goals or standards held or accepted by an individual, class, society, etc." These sets of ideas of right or wrong establish patterns of behavior to enhance the group's survival. The following values have universal acceptance; therefore, we define these as *core values*.

Compassion	Kindness
Courage	Loyalty
Courtesy	Perseverance
Fairness	Respect
Honesty	Responsibility

It is the development of these core values, rather than values specifically linked to religious beliefs (such as abortion, euthanasia, or capital punishment), that this fastback will focus on.

Discussions of these values can become very complex. But what is most important for the educator is how children come to understand and apply these values. Some typical examples of children's understanding of these core values are:

- Compassion: Responding with words of comfort to one who has lost a pet or been hurt on the playground.
- Courage: Protecting someone who is being bullied or standing up for what is right in the face of peer pressure.

- Fairness: Taking turns in a game; playing by the rules.
- Perseverance: Finishing a homework assignment even though you are tired or don't feel like it.
- Responsibility: Taking care of a pet; cleaning one's room; doing homework and chores.

The Literature Connection

Through listening to stories, reading, and thinking about characters and situations in literature, children can come to sense what it means, for example, to be kind, honest, or fair. The extensive use of "real" stories provides an opportunity for integrating values education.

Covaleskie (1992) suggests that engagement in thought and discourse about values is necessary for the development of character. These activities enable children to internalize values, to develop the desire to act in accordance to those values, and to make wise choices. The experiences of the characters in literature provide useful stimuli for such thought and dialogue.

By exposing children to varied genres of children's literature, teachers offer different ways to explore values. Contemporary realistic fiction provides opportunities for children to identify with characters who have similar interests and problems. These experiences help children adjust to the world in which they live. In Paula Fox's (1984) *One-Eyed Cat*, inner guilt plagues an 11-year-old boy who tells one lie that leads to another and another. In Phyllis R. Naylor's (1991) *Shiloh*, a moral dilemma is caused by the struggle between compassion for a mistreated dog and respect for ownership. And in Walter Dean Myers' (1988) *Scorpions*, the difficulty of making wise choices is compounded when a 12-year-old boy with low self-esteem is given a gun.

Historical fiction brings the past to life, providing opportunities to discover heroes and heroines and to understand one's own cultural heritage as well as the heritage of others. In Sally Keehn's (1991) *I Am Regina*, readers gain insight into American Indians as real people. With sensitivity, Keehn presents both sides in the struggle between the white man and the Indian. Courage and kindness are experienced in Lois Lowry's (1989) *Number the Stars*, as Danes risk their lives to help Jews escape from Nazi soldiers.

Modern fantasy, sometimes nearer to truth than social realism, promotes values development by offering analogies to real-life situations. A powerful example is Robert O'Brien's (1971) *Mrs. Frisby and the Rats of NIMH*, in which a new breed of highly intelligent rats builds a modern civilization and lives an almost luxurious existence. The rats are faced with a difficult decision when they realize that their lives, caught up in materialism and stealing, are pointless.

Picture storybooks also can provide stimuli for value discussions. Children experience the joy of giving in Alma F. Ada's (1991) *The Golden Coin*, friendship between a normal child and a mentally handicapped youngster in Lucille Clifton's (1980) *My Friend Jacob*, compassion in Roberto Innocenti's (1990) *Rose Blanche*, and sharing in Leo Lionni's (1985) *It's Mine*. These are just a few examples of the unique perspective each genre brings to value exploration.

Literature-Based Instructional Strategies

Although literature can be used to teach a predetermined set of values directly, our approach capitalizes on student choices of values in order to promote ownership of those values. Furthermore, it utilizes reading, discussion, and journal writing to foster the development of core values. Designed to be both educationally sound and practical, the approach offers additional benefits:

1. It can be used with a minimum of initial training and preparation.
2. It is supported by research on effective teaching and theories on how value systems are transferred.
3. It can be used to complement the study of any subject.
4. It promotes internalization of values, rather than superficial understanding.

Controversial issues are purposely avoided by careful selection of the literature to be read. The approach rests on the belief that a sound foundation of core values will help students make good decisions regarding all issues. Following are strategies teachers can use to implement this approach.

Brainstorming

An initial brainstorming session sets the stage. First, the teacher asks students to think about someone they admire or someone they

want to be like when they grow up. Next, students think of words that describe that person. Without comment, the teacher lists all responses on the board. Then, through debate or vote, the students select their top 10 choices. These are posted in the room.

After each literature selection is read and discussed, the students refer to their list. In light of a new trait exemplified by a story character, the students may choose to change their list. Because the list is limited to 10 traits (values), the class must decide which trait can be deleted so that a more important one can be added.

Initially, some values that are not core values will appear on the students' list. However, the choices of literature will prevent this from becoming a problem. The heroes and other likable characters in quality literature selections exhibit core values, and so the discussions about these characters will prompt students to revise their list. If the literature is chosen carefully, the class lists eventually will reflect most or all of the core values.

Choosing and Discussing Books

Teachers should select books that are well-written, emphasize human relations, and cause the reader to consider the actions of characters as they relate to core values. This fastback includes an annotated bibliography, arranged by genre, that teachers can use to get started. But most teachers also will want to use some of their favorite books.

The teacher can read the books to the class, or students can read to themselves. When reading orally to students, it is important for teachers to read at a rate that allows time for children to create mental images and reflect on the story.

When discussing the stories, teachers must avoid emphasizing the literary elements or quizzing the students to test memory. The purpose should be to engage the children in thought and dialogue about the characters and how their behaviors relate to core values. We recommend the following guidelines for leading these discussions:

- Expect that different readers will interpret the same piece of literature in different ways, but guide students to draw their conclusions from the evidence.
- Provide a variety of ways for students to respond to the literature.
- Be a good listener and allow sufficient time for thought and discussion.
- Participate in discussions in a manner that does not impose your own values but allows children to respond to core values through a process of reasoning.

Journals

Journals provide opportunities for personal reflection and expression. They force the students to organize their thoughts, and they give permanence to those thoughts. In addition, the entries can serve as a means of evaluating the program by providing a record of individual reactions and changes in attitudes.

While students may be asked to create "free-response" journals by simply responding to the literature, it may be more productive to prompt journal writing by using questions or sentence starters. The following question prompts can be used at any grade level. Students may be able to suggest questions to add to the list.

- If you could be like any character in the story, which one would you choose? Why?
- Which character would you want to avoid? What specific behaviors would cause you to want to avoid him or her?
- Which character would you choose as a best friend? Why?
- If you had a problem, which character would you turn to for help? Why?
- Which character would you like to help? How would you try to help him or her?
- If you were the author, how would you change the story? Why?

The above questions can be put in the form of sentence starters, which can be particularly helpful in prompting journal writing by younger students. For example, the first question can be phrased as: If I could be like any character in the story, I would choose ____ because ____.

As with any type of journal writing designed to provide opportunities for children to express their thoughts, the way in which teachers respond will affect what children will write. We want children to write honestly, rather than to write what they think we want them to say. In terms of teachers' responses to journals, the following "don'ts" may be more important than the "do's":

- *Don't* correct spelling or grammar.
- *Don't* probe. Resist the temptation to ask for more than the child chooses to share.
- *Don't* respond with value judgments. Simple statements, such as "I understand your point of view" and "Thanks for sharing your thoughts," can be used to avoid making value judgments.
- *Don't* require students to share their entries with the class. Pages that students do not want the teacher to read may be folded shut and marked "Personal."

Classroom Applications

The guidelines we have provided are not rigid. Teachers who use this approach should alter or extend the guidelines to fit their teaching style and the needs of their classroom. One suggestion we make is that teachers keep their own journal that focuses on specific aspects of their values program, so that those aspects can be evaluated and perhaps changed later. Some facets of the values approach to which teachers will want to pay particular attention are:

- The procedures used for value development.
- Students' reactions to specific books.
- How the original lists of values are changed by students.
- Observations drawn from class discussions or students' journals.

Following is a partial account of this program in action. It is taken from a fifth-grade classroom in an urban school.

An Urban Fifth Grade

The majority of children in this fifth-grade, urban classroom are from dysfunctional families. They come to school with a lot of "extra baggage." The teacher devotes much time to providing a safe, caring environment and uses teachable moments to share her values and provide realistic hope for her students.

After using children's literature to teach core values, the teacher commented that her students became more sensitive and changed their

perceptions about the kind of person they admired. This change was displayed by the following lists of students' most admired qualities, as they changed during several months of reading, discussion, and journal writing:

Initial List

loves you	kind
fun, tells jokes	athletic
plays with you	cares for you
likes to watch football games	helpful
talented at playing video games	artistic

After several months of reading, discussion, and journal writing, the students revised their list:

Revised List

loves you	gentle
someone you can talk to	kind
respectful	doesn't lie
cares for you	not prejudiced
someone you can trust	helpful

One of the books read by this class was *The Gift* (Coutant 1983), a moving story about intangible gifts of love, time, and patience. After discussing the story, students were asked to write about a gift they would like to give to someone. Following are samples of students' responses:

> "The best gift I could give to my dad is love and respect. I wish he could live with me again because he is in jail."

> "The best gift I could give is to my mom and dad. I would give my mom as a gift a car because she wants a car and we got one but we're having a little problems. My dad, I will give him a job he got terminated. I feel bad for him. I feel reel bad. I hope he gets a job."

"The best gift I could give to my grandma is respect and even more love than she gets. Because she's kind of old and needs all the love and respect she can get. She's very unique and loving. I think she deserves it."

Another selection that was introduced to this fifth-grade class was an abridged version of *Frankenstein* by Mary Shelley. The students drew pictures and wrote about how the story made them feel. The teacher commented that the children were "both troubled and fascinated with the characters in the book." One student's statement that "violence doesn't solve problems" seemed to sum up the general feeling of the class.

Other Classroom Activities

Teachers have adapted this literature approach in a variety of ways to meet their own needs and to take advantage of unique resources. For example, a third-grade teacher asked parents to choose a respected person, come to class dressed as that person, and talk about his or her life. Characters included Anne Sullivan, Eleanor Roosevelt, and Abraham Lincoln. After each presentation the students discussed the person in terms of their list of values. To thank the parents, the class put on a performance, during which the children sang and read summaries about the outstanding qualities of each character.

Another third-grade teacher extended the teaching strategies with a project called "Keys for a Great Year." Students chose such traits as honesty, kindness, and responsibility, which were listed on large paper keys bordering the bulletin board. During the year, individual students were selected to receive a "golden key" pin and a certificate for exemplifying the values.

Related activities incorporated in other classrooms include debating fictional characters' behaviors, writing letters to characters that applaud or take issue with their behaviors, creating puppet plays, writ-

ing books about a specific value, and comparing social studies textbook information with the details of a historical novel.

A key to the success of each classroom activity is a teacher with strong convictions who provides time for children to share their thoughts in a risk-free environment. Children in today's society often need someone with whom to share their ideas. In many homes only minimal time is devoted to family conversations. Often it becomes evident that discussions at home about school-related topics are few or nonexistent.

Partnerships with the Community

Values development should not end at the close of the school day. Individual teachers and schools can take action to enhance students' development and understanding of core values, but classroom activities are only the first step. To compensate for negative societal forces, schools must collaborate with the community.

The literature-based approach can be used as a starting point to promote this partnership. Suggestions for developing partnerships include:

- Let parents know that you care about their children's development of core values and that you want to work with them.
- Present a program for parents to build awareness of the societal obstacles that hinder the development of values. The program presenter should 1) demonstrate the seriousness of societal problems, 2) state the goals toward which you are striving, 3) clearly define the core values that will be promoted through selected literature, and 4) explain the teaching methods that will be used.
- Seek parent input and promote teamwork.

The more involved parents become, the more supportive they will be. Encourage parents to:

- List the 10 values they think are most important and discuss them with their children.
- Share observations of their children acting out specific values.

- Bring to their children's attention people whose conduct demonstrates core values.
- Read the values-oriented books that their children are reading in school.
- Volunteer to read in classrooms or to describe someone they admire.

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Conclusion

The literature-based approach to developing core values is not meant to replace other initiatives. It is designed to supplement existing programs, to provide direction for teachers in school districts that have not implemented a plan for values education, and to serve as a catalyst for school-community collaboration.

In order to use effectively any approach to fostering values development, it is imperative that we model appropriate behaviors and share our convictions with our students. We cannot expect the development of positive values to occur by chance, nor can we just read books and hope that the message is received.

Although this approach can be implemented without specific training, we urge teachers to take advantage of available resources on this topic. We suggest starting with *Educating for Character* by Thomas Lickona and *Ethical Education in American Public Schools* by Waldo Beach.

Finally, the development of core values not only is educationally justifiable but also is essential to the survival of a democracy. Children must understand that there are absolutes in our world, and teachers must understand that they can play an important role in developing core values. Perhaps a simple but profound quote attributed to Theodore Roosevelt says it best: "To educate a man in mind and not in morals is to educate a menace to society."

Resources

Beach, Waldo. *Ethical Education in American Public Schools*. Washington, D.C.: National Education Association, 1992.

Bennett, William J. *Devaluing of America: The Fight for Our Culture and Our Children*. New York: Simon and Schuster, 1992.

Coutant, Helen. *The Gift*. New York: Alfred A. Knopf, 1983.

Covaleskie, John F. "Discipline and Morality: Beyond Rules and Consequences." *Education Forum* 56, no. 2 (1992): 173-83.

Glasser, William. *The Quality School*. New York: Harper & Row, 1990.

Jencks, Christopher. *Rethinking Social Policy*. New York: Harper Collins, 1993.

Lickona, Thomas. *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam, 1991.

Tonjes, Marian J., and Zintz, Miles V. *Teaching Reading, Thinking, Study Skills in Content Classrooms*. 3rd ed. Dubuque: Wm. C. Brown, 1991.

Suggested Children's Literature

Contemporary Realistic Fiction

Bauer, Marion D. *On My Honor*. New York: Clarion, 1986; Dell, 1987. (90 pp.)

Level: Intermediate and up. Values: Honesty, responsibility.

When two teenage boys disobey their parents and swim in dangerous waters, one of them drowns. In fear, the other tries to hide the fact that he was at the scene.

Blume, Judy. *Iggie's House*. New York: Dell, 1970. (117 pp.)

Level: Intermediate/middle school. Values: Friendship, racial acceptance.

When Winnie's best friend moves away, a black family moves into the previously all-white neighborhood. To Winnie's surprise, she finds that the Garbers are just like any other family. Unfortunately, other neighbors do not share Winnie's acceptance of the new family.

Brooks, Bruce. *The Moves Make the Man*. New York: Harper Keypoint, 1984. Newbery Honor. (252 pp.)

Level: Middle school/junior high. Values: Caring, friendship.

Confident Jerome Foxworthy seems to make all the right moves on and off the basketball court. He adjusts to being the only black student in Chestnut Street High School, even though the basketball coach won't let him be on the team. Although Jerome is used to being a loner, he is intrigued by a puzzling boy named Bix Rivers – a boy who is so adamant about being truthful that he won't even use fake moves on the basketball court.

Bulla, Clyde Robert. *Shoeshine Girl*. New York: Harper Trophy, 1975. (84 pp.)

Level: Upper primary/intermediate. Values: Friendship.

Ten-year-old Sara Ida blatantly shows her discontent when she has to spend the summer with Aunt Claudia. Her outlook and values change when she gets a job at a shoeshine stand.

Byars, Betsy. *The Cybal War*. Illustrations by Gail Owens. New York: Viking, 1981. (126 pp.)

Level: Upper primary/intermediate. Values: Honesty, loyalty.

Simon's best friend, Tony, is also his worst enemy. In fifth grade, as in earlier grades, Tony takes advantage of Simon. With outrageous lies and plotting, he tries to keep Simon from the girl of his dreams.

Byars, Betsy. *The Pinballs*. New York: Harper, 1977. (136 pp.)

Level: Intermediate/middle school. Values: Friendship, caring.

Having been neglected is about the only commonality among three children who come together in a foster home. Through experiences in this foster home, all three find security and camaraderie.

Byars, Betsy. *The Summer of the Swans*. New York: Puffin, 1970. Newbery Medal. (142 pp.)

Level: Upper primary/intermediate. Values: Commitment to others, friendship.

Sara is an insecure 14-year-old with a mentally retarded brother named Charlie. Although she loves Charlie, Sara finds caring for him to be frustrating. When Charlie gets lost, Sara begins to see her life from a different viewpoint.

Cleaver, Vera, and Cleaver, Bill. *Queen of Hearts*. New York: Harper Trophy, 1978. (158 pp.)

Level: Intermediate and up. Values: Identity, caring.

Twelve-year-old Wilma reluctantly becomes the companion to a grandmother with whom a closeness has never existed. Through this experience, Wilma gains identity, learns to give of herself, and begins to see things from a different perspective.

Cleary, Beverly. *Dear Mr. Henshaw*. New York: Morrow, 1983; Dell, 1984. Newbery Medal. (134 pp.)

Level: Upper primary/intermediate. Values: Friendship, perseverance, identity.

When Leigh Botts is in second grade, he writes a letter to his favorite author. This begins a series of letters and diary entries that lasts for five years. Through his writing, Leigh learns about himself and gains an understanding of his divorced parents.

Fox, Paula. *One-Eyed Cat*. New York: Bradbury, 1984. (216 pp.)

Level: Intermediate and up. Values: Honesty, friendship, caring.

Eleven-year-old Ned is trusted by his father, who forbids him to use an air rifle that Ned's uncle gave him as a birthday present. But Ned can't resist the temptation and accidentally shoots a wild cat. His secret leads to telling lies, each one making the secret more difficult to bear. Ned tries to overcome his sense of guilt and shame.

Laird, Elizabeth. *Kiss the Dust*. New York: E.P. Dutton, 1991. (279 pp.)

Level: Intermediate/middle school. Values: Commitment, courage.

Tara is a 13-year-old Kurdish girl from a wealthy family in Sulaimaniya, Iraq. When her family must flee to the mountains of Kurdistan and then to a refugee camp in Iran, her lifestyle completely changes. A big house, a Mercedes, school, and friends are left behind and replaced by one-room shacks with no electricity or water, bomb attacks, and the constant fear for the lives of family members.

Lipsyte, Robert. *The Contender*. New York: Harper Keypoint, 1967. (167 pp.)

Level: Middle school and up. Values: Courage, friendship, caring, loyalty, perseverance.

Alfred Brooks is a high school dropout who works in a small grocery store. Neighborhood punks tell Alfred that a black kid doesn't have a chance of making anything of himself, as they try to bring him down to their level – a life of stealing and drugs. When Alfred decides to be "somebody" by training to be a boxer, people with a different set of values begin to influence his beliefs about himself and others. Alfred learns far more than how to box; he learns to be a "contender" in life.

MacLachlan, Patricia. *Author, For the Very First Time*. New York: Harper Trophy, 1980. (115 pp.)

Level: Upper primary/intermediate. Values: Friendship, caring.

Ten-year-old Arthur stays at his great aunt and uncle's farm while his parents "practice not yelling at each other." Through his experiences with Aunt Elda, Uncle Wrisby, and a friend named Moira, Arthur learns about love and kindness. He also begins to look at his parents from a different perspective.

Meindert. *The Wheel on the School*. Illustrations by Maurice Sendak. New York: Harper Trophy, 1954. Newbery Medal. (298 pp.)

Level: Primary and up. Values: Commitment, responsibility, respect for the elderly and the handicapped.

Children in a small fishing village in Holland overcome obstacles as they try to get storks to start nesting again on the rooftops in their village.

Myers, Walter Dean. *Scorpions*. New York: Harper & Row, 1988. (216 pp.)

Level: Middle school. Values: Friendship, courage.

Twelve-year-old Jamal Hicks faces problems at home and at school. He is harassed by a classmate, frequently in trouble with the principal, and worried by family hardships resulting from his older brother's prison sentence. When Jamal's brother wants him to take over the leadership of the Scorpions street gang, Jamal is given a gun. With this temptation, a host of bigger problems arises.

Naylor, Phyllis Reynolds. *Shiloh*. New York: Atheneum, 1991. Newbery Medal. (144 pp.)

Level: Intermediate and up. Values: Courage, loyalty, humane treatment of animals.

Eleven-year-old Marty Preston is determined to do whatever is necessary to save a mistreated dog from its owner. To do so, he must keep secrets from family and friends and confront a hateful man with a gun.

Paterson, Katherine. *Bridge to Terabithia*. New York: Harper Trophy, 1977. Newbery Medal. (128 pp.)

Level: Intermediate/middle school. Values: Friendship, caring, identity.

Rejection by classmates fosters a close friendship between 10-year-old Jess and his new neighbor, Leslie. To cope with their problems, Jess and

Leslie create a fantasy kingdom in the woods. It is the strength that Jess gains from this relationship that enables him to accept Leslie's death and go on with his life.

Paterson, Katherine. *The Great Gilly Hopkins*. New York: Harper & Row, 1978. National Book Award. (148 pp.)

Level: Intermediate. Values: Friendship, caring.

Abandonment by her mother and unfortunate experiences in foster homes have left 11-year-old Gilly nasty and rebellious. Initially, she can barely tolerate her cheerful, semiliterate foster mother and her "retard" son; but in this patient and loving environment, Gilly gradually learns to accept and give love.

Historical Fiction

Armstrong, William H. *Sour Land*. New York: Harper Trophy, 1971. (117 pp.)

Level: Intermediate/middle school. Values: Kindness, courage, dignity, friendship, respect.

In the rural South during the mid-1900s, the lives of widower Anson Stone and his three children are enriched when they meet 62-year-old Moses Walters. Moses, the new teacher at a nearby school for black children, agrees to work for Anson until the school term begins. Whatever Moses does, from teaching the children to putting up a fence, is handled with skill, love, and a sense of pride. He is an inspiration to the whole family.

Bishop, Claire Huchet. *Twenty and Ten*. Illustrated by Rene DuBois. New York: Viking, 1952. (76 pp.)

Level: Upper primary/intermediate. Values: Courage, kindness.

Twenty French children in a mountain school show courage, kindness, and ingenuity when they hide 10 Jewish children from Nazi soldiers.

Cohen, Barbara. *Thank You, Jackie Robinson*. Illustrated by Richard Cuffari. New York: Lothrop, 1974. (125 pp.)

Level: Upper primary/intermediate. Values: Friendship, kindness.

A warm friendship develops between a fatherless white boy and a 60-year-old black man in a New Jersey town in the late 1940s. The two

loyal Dodgers fans share a love of baseball. The story centers on their caring relationship and the wonderful times they share, talking about and attending baseball games.

Dahlstedt, Marden. *The Terrible Wave*. New York: Coward, 1972. (125 pp.)
Level: Intermediate and up. Values: Willingness to risk life for another, courage, responsibility, kindness.

Megan is separated from her family as the Conemaugh River destroys the entire city of Jamestown in May 1889. Megan learns that although a disaster destroys lives and property, it also brings out people's courage and kindness.

Dalgliesh, Alice. *The Courage of Sarah Nobel*. Illustrated by Leonard Weisgard. New York: Aladdin Books, 1954. (53 pp.)
Level: Primary. Values: Friendship, courage, respect for other cultures.

Eight-year-old Sarah accompanies her father to the Connecticut wilderness in 1707. Although there are many frightening times, Sarah remembers her mother's words, "Keep up your courage, Sarah Nobel." Sarah cooks and cares for her father. When he goes back to Massachusetts to get the rest of the family, she is cared for by friendly Indians.

Fleischman, Paul. *The Borning Room*. New York: Harper Collins, 1991. (101 pp.)
Level: Intermediate. Values: Courage, kindness, compassion.

While she lies in the borning room having her death portrait painted, Georgina Lott Bock relates scenes from her life on the Ohio frontier from 1851 to 1918. The warm, caring, and free-thinking atmosphere in the Lott home underlaid the experiences of Georgina and the other Lott children. They learned to love nature, words, and music. They also learned to oppose injustice.

Hahn, Mary Downing. *Stepping on the Cracks*. New York: Clarion, 1991. (216 pp.)
Level: Intermediate and up. Values: Courage, loyalty, friendship, caring, commitment beyond oneself.

Two sixth-grade girls, both with brothers serving in WWII, are involved in their own war with a classmate named Gordy. When the girls find Gordy's brother, an army deserter, hiding in the woods, they begin to develop new insights, perspectives, and values.

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Hudson, Jan. *Sweetgrass*. New York: Philomel, 1984. Canadian Library Association Book of the Year for Children. (157 pp.)

Level: Upper primary/intermediate. Values: Loyalty, courage, kindness.

The life of the Blackfoot Indian Tribe in 1837-38 is portrayed through the eyes of 15-year-old Sweetgrass as she waits for her father to decide when she is ready for marriage. When her family comes down with smallpox, Sweetgrass shows that she has become a woman.

Keehn, Sally M. *I Am Regina*. New York: Philomel Books, 1991. (240 pp.)

Level: Intermediate/middle school/junior high. Values: Loyalty, kindness, commitment, courage, friendship, compassion, perseverance, respect for other cultures.

In the Allegheny Mountains during the French and Indian War, Regina is taken captive by hostile Indians after they kill her father and brother. Regina not only endures the struggle for survival but develops understanding, respect, and caring for the Indians.

Lasky, Kathryn. *Beyond the Divide*. New York: Macmillan, 1983. (252 pp.)

Level: Middle school/junior high. Values: Courage, commitment, friendship, perseverance, moral obligation, hope.

When Will Simon is shunned by the Amish community in 1849, he leaves Pennsylvania in search of a better life in California. His 14-year-old daughter, Meribah, goes with him, crossing the country by wagon train and enduring countless hardships. Meribah learns to see life's values more clearly.

Lowry, Lois. *Number the Stars*. Boston: Houghton Mifflin, 1989. Newbery Medal. (137 pp.)

Level: Intermediate and up. Values: Courage, loyalty, kindness.

In Copenhagen in 1943, Annemarie Johansen and Ellen Rosen are best friends. The Johansens hide Ellen from the Nazi soldiers and help the Rosen family escape to Sweden.

Mazer, Harry. *Cave Under the City*. New York: Harper Trophy, 1986. (152 pp.)

Level: Intermediate and up. Values: Courage, commitment, perseverance.

In New York during the Depression, 12-year-old Trolley becomes the man of the house when his father leaves home to look for work in other

cities. When his mother is hospitalized, Trolley fears that the authorities will separate him from his younger brother. Survival becomes a series of struggles and tough decisions as the brothers go into hiding.

O'Dell, Scott. *Sing Down the Moon*. New York: Dell, 1970. Newbery Honor. (124 pp.)

Level: Intermediate. Values: Courage, social justice, perseverance.

A Navaho girl tells the story of the tragic 300-mile forced march from the Indians' canyon homes to Fort Sumner, New Mexico, in the mid-1860s. With hope, courage, and determination, Bright Morning and Tall Boy return to live in their canyon.

Orlev, Uri. *The Man From the Other Side*. Boston: Houghton Mifflin, 1989. (186 pp.)

Level: Junior high and up. Values: Courage, friendship, loyalty.

During WWII, Marek, a 14-year-old Polish boy, must help his step-father, Anthony, smuggle food through the sewers to sell to the Jews on the other side of the ghetto wall. Marek is pushed into helping two thugs steal from an escaping Jew. This experience and the reaction of Marek's mother leads Marek to risk his life for others. In doing so, he gains a greater understanding of himself and his relationship with his step-father.

Speare, Elizabeth George. *The Sign of the Beaver*. Boston: Houghton Mifflin, 1983. Newbery Honor; Scott O'Dell Award for Historical Fiction. (135 pp.)

Level: Upper primary/intermediate. Values: Friendship, respect for other cultures.

Thirteen-year-old Matt is not prepared to face the challenges of living alone in the Maine wilderness in the early 1800s. An Indian saves Matt's life and offers to feed and protect him if Matt will teach his grandson to read. A strong friendship and an appreciation for each other's culture develop.

Taylor, Mildred D. *The Friendship*. Illustrated by Max Ginsberg. New York: Dial, 1987. ALA Notable Children's Book, Globe-Horn Book Award. (53 pp.)

Level: Upper primary/intermediate/ middle school. Values: Courage, friendship, social justice.

Nine-year-old Cassie Logan tells the unforgettable story of what happened in rural Mississippi during the Depression when an elderly black man called a white store owner by his first name. The story illustrates the social injustices of the time and how an old man dared to hold a white man to his promise.

Taylor, Theodore. *The Cay*. Garden City, N.Y.: Doubleday, 1969; Avon, 1977. (137 pp.)

Level: Upper primary/intermediate. Values: Friendship, perseverance, respect for other races.

After their ship is torpedoed by a German submarine during WWII, Phillip, a young white boy, and Timothy, a black West Indian man, become stranded on a raft and then on a deserted island. Initially, Phillip's prejudices cause him to resent Timothy, but gradually he learns to treasure the wisdom and kindness of his companion.

Fantasy

LeGuin, Ursula K. *Catwings*. Illustrations by S.D. Schindler. New York: Orchard, 1988. (40 pp.)

Level: Primary/intermediate. Values: Kindness, friendship.

Mrs. Tabby Cat sends her four winged kittens to the country so they might find a safer place to live than the city streets. After some frightening experiences in the woods, the kittens find a secure home with two kind children.

O'Brien, Robert C. *Mrs. Frisby and the Rats of NIMH*. New York: Aladdin Books, Macmillan, 1971. (249 pp.)

Level: Intermediate. Values: Courage, perseverance, friendship, self-sacrifice.

Mrs. Frisby is a widow mouse with a sick son. Friends of her late husband direct her to a community of rats who escaped from a laboratory and set up their own civilization. The rats save Mrs. Frisby's home from the farmer's plow, but must decide between a life of stealing from the farmer and one of independence.

Spinelli, Jerry. *Maniac Magee*. New York: Little, Brown, 1990. Newbery Medal. (184 pp.)

Level: Intermediate and up. Values: Caring, respect for others, acceptance of diversity.

A legendary boy called Maniac Magee accomplishes amazing feats of strength and skill in this heartwarming, suspenseful story. Maniac Magee brings together kids from the white West End and black East End of a place called Twin Mills.

White, E.B. *Charlotte's Web*. Illustrated by Garth Williams. New York: Harper & Row, 1952. (184 pp.)

Level: Primary. Values: Friendship, kindness, loyalty.

Wilbur, a pig, is saved twice – first by a young girl and later by a clever, loyal spider named Charlotte in this universally acclaimed fantasy.

White, E.B. *The Trumpet of the Swan*. Illustrated by Edward Frascino. New York: Harper & Row, 1970. (210 pp.)

Level: Upper primary/intermediate. Values: Honesty, responsibility.

A father swan steals a trumpet for his mute son. Louis learns to play the trumpet so that he can win the love of his would-be mate. In order to repay the shop owner for the trumpet, Louis earns money as a musician.

Biography

Davidson, Margaret. *I Have a Dream: The Story of Martin Luther King, Jr.* New York: Scholastic, 1986. (127 pp.)

Level: Intermediate. Values: Social justice, courage, commitment, perseverance.

This easy-to-read biography for children relates the remarkable life of Martin Luther King, Jr., as a child in Atlanta, Georgia, an honor student, a family man, and a great leader.

Fritz, Jean. *Bully for You, Teddy Roosevelt!* Illustrated by Mike Wimmer. New York: G.P. Putnam's Sons, 1991. (118 pp.)

Level: Intermediate. Values: Loyalty, courage, perseverance.

Teddy Roosevelt was truly an extraordinary individual who approached life with zest and determination. As a boy he studied nature and worked to build his body and overcome asthma. As a man his high sense of duty led him to fight corruption, work for conservation, and become governor of New York, Vice President, and then President of the United States.

Greenfield, Eloise. *Mary McLeod Bethune*. Illustrated by Jerry Pinkney, New York: Harper Collins, 1977. (32 pp.)

Level: Primary. Values: Persistence, caring, loyalty, commitment, hope.

Mary McLeod was born soon after slaves were freed. Until she was 11 years old, there was no school she could attend. The accomplishments of this remarkable individual include working for the National Youth Association, starting the National Council for Negro Women, building a school and a hospital, and serving as president of the Association for the Study of Negro Life and History.

Gross, Ruth Belov. *True Stories About Abraham Lincoln*. Illustrated by Jill Dastner. New York: Lothrop, 1990. (48 pp.)

Level: Primary/intermediate. Values: Honesty, responsibility, social justice.

With alternating pages of text and watercolors, the author tells 22 true stories that provide personal glimpses of this self-educated, sensitive, humorous, and wise man who grew up to become the 16th President.

Kherdian, David. *The Road From Home*. New York: Greenwillow, 1979. Newbery Honor. (238 pp.)

Level: Middle school/junior high and up. Values: Courage, friendship, hope.

Young Veron Dumehjian's secure life was changed when the Turkish government decided to massacre the Armenians in the early 1900s. She courageously survived many hardships and the loss of loved ones and always looked for the bright side, never giving up hope for a better future.

Meltzer, Milton. *Benjamin Franklin: The New American*. New York: Franklin Watts, 1988. (273 pp.)

Level: Middle school/junior high and up. Values: Kindness, loyalty, honesty, social fairness.

Franklin's accomplishments as author, inventor, scientist, politician, and diplomat are incredible; but no less interesting is the man himself. He earnestly worked to follow a course of personal discipline to strengthen his moral character, while readily admitting his faults and weaknesses. He believed in truth, loved the written word, hated arbitrary power, and was devoted to the people.

Picture Storybooks

Ada, Alma Flor. *The Golden Coin*. Illustrated by Neil Waldman. New York: Atheneum, 1991. (27 pp.)

Level: Primary/intermediate. Values: kindness, selflessness.

A Central American thief named Juan sets out to steal a gold coin from an old woman. While traveling the countryside to catch the old woman, Juan learns that there is greater joy in giving than in taking.

Boland, Janice. *Annabel*. Illustrated by Megan Halsey. New York: Dial, 1993. (29 pp.)

Level: Preschool/primary. Values: Accepting oneself, caring.

A piglet named Annabel sets out to do something that will make her big and important. Although she accomplishes impressive tasks, she has difficulty accepting that she is still a little pig.

Bunting, Eve. *The Wednesday Surprise*. Illustrated by Donald Carrick. New York: Clarion, 1989. (32 pp.)

Level: Primary. Values: Caring.

A young girl teaches her grandmother to read and surprises her father on his birthday.

Burton, Virginia Lee. *Mike Mulligan and His Steam Shovel*. Boston: Houghton Mifflin, 1939. (42 pp.)

Level: Preschool/primary. Values: Perseverance, caring.

Mike Mulligan and his steam shovel show the town that "old fashioned" does not mean "worthless."

Clifton, Lucille. *My Friend Jacob*. Illustrated by Thomas Digraziz. New York: E.P. Dutton, 1980. (26 pp.)

Level: Primary. Values: Friendship, acceptance of diversity.

This is a warm-hearted story of a friendship between eight-year-old Sam and 17-year-old Jacob. Although Jacob is mentally handicapped, the two boys enjoy many of the same things and like to help each other.

Fleischman, Sid. *The Scarebird*. Illustrated by Peter Sis. New York: Greenwillow, 1987. Newbery Award. (29 pp.)

Level: Primary. Values: Kindness, friendship.

Lonesome John has no one to keep him company on his secluded farm. The closest thing he has to a friend is his scarecrow. Things begin to change when a homeless boy comes to the farm looking for work.

Innocenti, Roberto. *Rose Blanche*. New York: Stewart, Tabori & Chang, 1990. ALA Notable Children's Book and Mildred L. Batchelder Award. (27 pp.)

Level: Intermediate. Values: Selflessness, compassion.

A young German girl discovers a concentration camp during WWII. Rose does not understand war or why these people are prisoners. She innocently responds to the situation by routinely sneaking food to the camp until the day she finds herself in the middle of a battle.

Keats, Ezra Jack. *Louie*. New York: Greenwillow, 1975. (32 pp.)

Level: Preschool/primary. Values: Kindness.

Susie and Roberto are putting on a neighborhood puppet show. To their surprise, Louie, a little boy whom they had never heard speak, begins talking to one of the puppets.

Lionni, Leo. *It's Mine!* New York: Knopf, 1985. (28 pp.)

Level: Preschool/primary. Values: Sharing.

Three quarrelsome and selfish frogs learn the value of sharing when they are caught in a storm.

Lobel, Arnold. *Frog and Toad Are Friends*. New York: Harper & Row, 1970. (64 pp.)

Level: Primary. Values: Friendship, caring.

This is one of an easy-to-read series about the experiences of two loyal friends. Other books about these characters include: *Frog and Toad All Year*, *Frog and Toad Together*, and *Days with Frog and Toad*.

Patterson, Katherine. *The King's Equal*. Illustrated by Vladimir Vagin. New York: Harper Collins, 1992. (64 pp.)

Level: Primary/intermediate. Values: Selflessness, kindness, loyalty.

This is a powerful fairy tale in which a pompous prince learns important lessons about beauty, intelligence, and wealth from a humble farm girl.

Sanford, Doris. *Maria's Grandma Gets Mixed Up*. Illustrated by Graci Evans. Portland, Ore.: Multnomah, 1989. (28 pp.)

Level: Primary. Values: Caring, loyalty.

When Maria's grandmother gets Alzheimer's disease, the family learns to help her even though they are aware that there is no cure.

Steig, William. *Brave Irene*. New York: Farrar, Straus & Giroux, 1986. (28 pp.)

Level: Preschool/primary. Values: Courage, perseverance, caring.

Irene's mother is too sick to deliver the lovely gown she made for the duchess. Irene overcomes many obstacles as she battles a fierce snowstorm to get the dress to the palace on time.

Steptoe, John. *Mufaro and His Beautiful Daughters*. New York: Lothrop, 1987. (29 pp.)

Level: Primary/intermediate. Values: Kindness, selflessness.

This is an African tale of "pride going before a fall." Two beautiful daughters, one who is kind and considerate and the other who is bad-tempered and selfish, travel to appear before the king. Although the selfish daughter stops at nothing to make sure she is chosen as the king's wife, it is her sister's kindness that is rewarded.

Dr. Seuss. *Horton Hatches the Egg*. New York: Random House, 1940. (35 pp.)

Level: Preschool/primary. Values: Responsibility, honesty, selflessness.

Horton the elephant agrees to sit on Mayzie the bird's nest because Mayzie needs a rest. When the bird does not return, Horton faithfully keeps sitting on the nest, even though he must endure many hardships.

Tokuda, Wendy, and Hall, Richard. *Humphrey the Lost Whale*. Illustrated by Hanako Waklyama. Union City, Calif.: Heian International, 1992. (32 pp.)

Level: Primary/intermediate. Values: Caring, friendship.

This is the true story of a whale who swam into the San Francisco Bay and up the Sacramento River. Without the efforts of many caring people, Humphrey would not have been able to get back to the ocean.

Turner, Ann. *Nettie's Trip South*. Illustrated by Ronald Himler. New York: Scholastic, 1989. (27 pp.)

Level: Primary. Values: Social justice, compassion.

This sensitive story views the injustices of slavery through the eyes of a 10-year-old northern girl as she travels through the South.

Waddell, Martin. *The Toymaker*. Illustrated by Terry Milne. Cambridge, Mass.: Candlewick Press, 1992. (23 pp)
Level: Primary. Values: Kindness.
This is a tender and sentimental story of a toymaker whose legacy of gentleness and caring is passed on to his granddaughter.

Watty, Piper. *The Little Engine That Could*. Illustrated by George and Doris Hauman. New York: Platt, 1961; Scholastic, 1979. (36 pp.)
Level: Preschool/primary. Values: Perseverance.
This is the all-time favorite story of a little engine that would not give up until he chugged up the mountain to take presents to the boys and girls on the other side.

Williams, Vera B. *A Chair for My Mother*. New York: Greenwillow, 1982. Caldecott Honor. (29 pp.)
Level: Preschool/primary. Values: Kindness.
After a little girl's apartment burns, kind neighbors bring many things to help the girl, her mother, and her grandmother to start all over. But they have no sofa or soft chairs. All three save change to buy a soft chair so that when the mother comes home tired from working, she has a place to rest.

Poetry

Adoff, Arnold. *All the Colors of the Race*. New York: Lothrop, 1982.
Level: Intermediate and up. Values: Identity, respect, individuality.
This is a collection of poems written from the perspective of a biracial child.

Picture Book Series

Serendipity Books. Los Angeles, Calif.: Price Stern Sloan. (About 28 pages each.)
Level: Primary.
These delightful tales feature endearing animals in problem-solving situations. Each story has a moral. The experiences can be related to hu-

man problems and solutions in our modern world. The series contains more than 40 selections.

The Land of Barely There by Stephen Cosgrove. Illustrated by Wendy Edelson. Portland, Ore.: Multnomah.
Level: Primary.

These stories feature rich language and animal characters that help each other.

The Jataka Tales. Berkeley, Calif.: Dharma. (About 22 pages each.)
Level: Upper primary/intermediate.

These tales are adapted for children from ancient stories told in India. The folk stories are about heroic animals and human beings whose actions demonstrate compassion, love, wisdom, and kindness. Teacher resource guides for the 19 books are available.

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Phi Delta Kappa Educational Foundation

The Phi Delta Kappa Educational Foundation was established on 13 October 1966 with the signing, by Dr. George H. Reavis, of the irrevocable trust agreement creating the Phi Delta Kappa Educational Foundation Trust.

George H. Reavis (1883-1970) entered the education profession after graduating from Warrensburg Missouri State Teachers College in 1906 and the University of Missouri in 1911. He went on to earn an M.A. and a Ph.D. at Columbia University. Dr. Reavis served as assistant superintendent of schools in Maryland and dean of the College of Arts and Sciences and the School of Education at the University of Pittsburgh. In 1929 he was appointed director of instruction for the Ohio State Department of Education. But it was as assistant superintendent for curriculum and instruction in the Cincinnati public schools (1939-48) that he rose to national prominence.

Dr. Reavis' dream for the Educational Foundation was to make it possible for seasoned educators to write and publish the wisdom they had acquired over a lifetime of professional activity. He wanted educators and the general public to "better understand (1) the nature of the educative process and (2) the relation of education to human welfare."

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